

## Results of the 2<sup>nd</sup> Erasmus+ partnership meeting in Copenhagen, Denmark

### “European Trainer Teacher Tandem (ETT Tandem)”

#### Outcomes of project management

*Quality Management Plan:* The Management Group of ETT Tandem took steps in developing the structure and process of ETT Tandem further. Antonio Mir as Quality presented the status quo of the Quality Management Plan. We agreed that a Technical Board is not necessary in this project. Exchange on technical details is happening on national level, but is not the focus of the international meetings. Until the 4<sup>th</sup> of December 2015, every partner must send the feedback about the QM plan to Antonio. He will then make adjustments or changes if necessary and send the updated version to ZWH.

*Dissemination Plan:* The partners from Italy and Greece are in charge of the development of a dissemination plan. First ideas have been presented. We agreed that it makes sense to distinguish between dissemination during the runtime of the project and further and sustainable dissemination in the aftermath of the pilot project. Georgia Anousaki for the Greek partners presented a possible platform at the EU Commission (?) for the presentation of project results. Further input came from TEC: the project can also be presented at the annual VET school conference EfVET which will take place in Valencia on 26<sup>th</sup>-29<sup>th</sup>, October 2017. For the sustainable dissemination of the model that will be the result of the project, the partners plan to do presentations in their respective networks, as e.g. vocational schools, chambers, etc. The first draft of the dissemination plan will be produced and sent to ZWH until December 16<sup>th</sup>, 2015.

*Communication:* We agreed that communication shall be continuously managed by ZWH. The possibility of the use of Dropbox is being sorted out by ZWH and all partners concerning their security standards. All documents can then be exchanged via Dropbox folders. But the communication about new documents etc. will be done by ZWH. All partners who hand in new documents make sure to inform ZWH about it.

*Feedback/ Evaluation:* We further agreed that it would be helpful to use the same feedback/ evaluation sheet at every meeting. ZWH is in charge of developing a template. We also discussed whether a digital feedback form would be more useful. TEC can provide an online questionnaire tool. It was also pointed out that there must be a consequence in the aftermath of the feedback. We need to take action concerning the feedback of partners as well as teachers and trainers executing the pilot tandems. Regarding this issue we agreed that the Quality Manager at XABEC (Antonio Mir) has to keep an eye on the results of the feedback and report to ZWH when there is need of action. ZWH than has to manage changes.

*Best Practice:* The Austrian Partners from BFI OOE will create a collection of best practice examples on the basis of the results of the exchange of management group and teachers/ trainers during the meetings.

*Interim report:* The interim report needs to be sent to the National Agency until April, 30<sup>th</sup> 2016. ZWH will collect all necessary documents from the partners. A list with tasks will be sent to the partners in January.

*Structure of management group:* If possible, the partners should send more teachers/ trainers to the meetings and less management staff. The structure will also be more flexible in the future. Not only the partners that are sending partners according to the tandem combination plan can send out teachers/trainers, but all of the partners are welcome to send teachers/ trainers. It is helpful to the project and development of the model to have more teachers/ trainers going through the pilot phase → more valid input.

### Updated meeting dates

Date	Place	Sending partners
23 <sup>rd</sup> -25 <sup>th</sup> February 2016	Linz/ Wels, Austria	ZWH, TEC, ITCG
10 <sup>th</sup> - 12 <sup>th</sup> May 2016	Valencia, Spain	ITCG, BFI OOE
First week of December 2016	Kozani, Greece	ZWH, XABEC
Spring 2017	Düsseldorf, Germany	OAED, XABEC, TEC

**Remark:** ZWH looked up the tandem combination plan. As we haven't used too many mobilities so far, we anyway planned to send teachers/ trainers from three countries to the next meeting in Austria. Due to make sure that the respective countries can use their mobilities for the teachers and trainers, we recommend that those partners planned have

---

priority in sending. The other partners can also send their teaching staff, but should consult ZWH and the receiving partner in advance to make sure there are enough capacities.

Jürgen and Edda presented the details for the meeting in Austria:

- A maximum of 10 teachers and/or trainers can be hosted.
- Out of these 10 a maximum of 5 can be electricians.
- The others should be from the field of metal.
- But the possibility of hosting more teachers/ trainers will be considered.

### **Company visits:**

#### **1) Fugmann**

- Family company founded in 1961
- 20 apprentices
- 20% apprentices; 75% electricians and 5% of administration staff: total 100 employees
- General Manager of Fugmann, Mr. Henrik Fugmann is also in the board of TEC, and also head of the employers union

#### **2) Roder and Mortensen**

- Family owned company founded in 1919
- 32-35 employees of which 9 are apprentices
- Company own "Energy-lab" to test new electrical solutions
- 5 to 6 electricians of the company have been apprentices before

#### **Specialties of the Danish Dual Training System that have been discovered:**

- All companies have to pay for training/education, depending on the number of workers.
- They pay the salary for time in company and in school, but they can recover the money for the time the apprentice is at school (10-15 Euro/hour).

## Results of the trainer teacher tandem experience

In groups challenges and opportunities have been discussed for each key point;  
Recommendations/Best Practices have been found made for each key point

### Key point 1: From the companies' point of view

What is the main motivation for the companies to have apprentices?

What is the outcome?

How does the company want to cooperate with the school?

Observation:

+	-
Low salary; cost-benefit of labour source; tax reduction for the company; Productivity of the youth	Investment of time and resources; the apprentice is a unproductive unit
Build up own human resources and gain future professionals	Little contact between company and school
Profit as outcome for the company	
Public-private relationship	
Recruitment process: company chooses only the best; what happens to other/ weaker young people?	
Shape the apprentices according to the mentality of the company and the special needs of the company (specialization)	
Reducing unemployment	
They are evaluators of the company	
Responsibility working on their own being supervised at the same time	
Advertisement for the company on the market	
Stronger company by building identity	
Influencing the school curricula from the point of view of the company	

Best practice:

- Cycle of apprenticeship and being trainer as motivation as well as building up human resources
- Social responsibility → community service
- Labour/ workforce → cost/benefit
- Shape the apprentice according to the mentality of the company
- The school can prepare the apprentice with skills that are good for the company (also for the future)
- Different skills for different situations
- Investment in company
- Investment in economy in general

Key point 2: The apprentice

What is the motivation for the apprentices to do dual training in a company?

Why do graduate students return to the VET system?

What is their view on the learning processes in the company?

What is their view on the transfer between work based learning in the company and theory in school?

+	-
Having a specific competence suitable for the working world	Success of apprentice depends on success of the company
Acquiring practical skills; they already have theoretical knowledge; using and increasing competences	(uninformed about possibilities of going abroad/ exchange)
Obtaining a salary; acquiring practical skills employable in the working world; fit the market demands	Sometimes there can be a mismatch between what apprentices learn at school and what is the need of the company
Gaining autonomy	
Using tools is better than studying from books/ using hands	
Being proud about the results of their work (doing something useful) → self-confidence and self-satisfaction → leads to future perspectives	
Increasing responsibility	
Basics from school are necessary for further practical learning	Theory and practice do not go hand in hand all the time

Best practice:

- Learning by doing
- They receive the first salary
- Entering the grown-up world
- They learn in the real world
- Self-responsible learning/ training
- Supported/ supervised by a fully trained electrician
- Inhouse/ external training → specialization
- Different surroundings

Keypoint 3: Learning Processes

Which kind of learning process takes place in the company (socially, pedagogically and practically)?

How does it facilitate learning for the apprentice in a unique way?

What is good about company training that he/she would bring home to his own teaching?

+	-
Social skills	Teachers don't talk to the company
Learning by doing	
Not try and fail, but learning how to do it in the right way from the beginning on	
Needs of the company	
Innovations; being up to date	
Bring practice into teaching	
Pedagogical approach to build trust and confidence → happy and social behavior of the apprentice	
Atmosphere of a family	
Actually fulfilling the job	
Socially: How to present themselves entering the grown-up world	
Practically: Attempt-error → correction;	
Pedagogically: learning by doing	
Giving the student the possibility to learn soft skills	

Best practice:

- Solving problems in a real situation; having own technical ideas
- Knowledge kept in mind because of practical learning
- Social environment
- Responsible trainer (to achieve goals)
- Good establishment of company
- Has a good result on training process and affects good teaching as well

- 
- Increase the relationship between the school and the company in terms of the learning process of the student
  - Giving the student the possibility to learn soft skills in the “real world”
  - Competence, maturity, professionalism
  - Developing and strengthening interpersonal skills
  - Adaptability, autonomy, and decision-making ability
  - The two learning paths should be parallel and complementary and those involved have to work together, cooperate and constantly monitor

## **Evaluation of the first trainer teacher tandem experience**

The two companies visited in Copenhagen have been very exemplary, which is good to see best practice. But it also would be interesting to see other companies, e.g. smaller companies, companies with weaker apprentices etc., so that we can see also weakness of parts of the system and learn from it.

Also it would be more helpful to work closer to the teachers/ trainers in the receiving country, not only the apprentice.

It could also be more interesting to stay in one company for a shorter time and instead see more companies during one visit. Than it is also possible to have a greater variety of aspects.

More time to ask questions: mix of checklists and open questions to get more structured preparation for the tandems.

Teachers view: Which recommendations / Best Practice can we agree on?

- Students and companies are protagonists, more than the schools
- The company must pay a salary to the apprentice
- The company must be autonomous
- The training in school MUST BE focused in the company needs

Contributions to the documentation for the Tandem model

- It is great that the final exam is made by Companies and Unions, not by the school

What should be done better at the next meeting?

- Host-trainers should be better integrated into the project, not only teachers, to achieve a more interactive exchange
- Closer focus on the model, less focus on the advantages and disadvantages of the dual training system